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high-pressure ego development. The sense of importance and worthiness is continually hammered into the children's minds through comparing them with either their sibling or other children.[1] It is no exaggeration to say that competitiveness in Silwa receives its first stimulus from sibling relationships, and is expressed in the popular saying that 'children who come on top of one another cannot get along with each other'. Siblings of different ages are expected to play in different age groups, especially after the age of six or seven. Although there is no institutionalized favouritism for the first son with regard to inheritance, for example, he is usually the most welcome member of the family as in his later life he will be his father's representative. It is no accident, then, that the first-born son receives more attention, as is usually expressed in his ceremonies of naming, circumcision, and wedding.

Together with this sibling relationship envisaged in a series of children chasing each other, one can hardly fail to note the difference of treatment between boys and girls in general. These disparities between the treatment of the two sexes are not mainly based on the superiority of the male sex or the female, but are largely founded on the relevance of the two sexes to the perpetuation of the family name and their respective economic activities.[2] The popular saying goes to the effect that the daughter's son should not receive much attention from his grandfather as such attention is wasted. However, it does not unduly worry parents in any way if their daughters do not show behaviour indications of rivalry during childhood. It will become clearer, as we proceed, that girls only enjoy relative indulgence during infancy, especially with regard to their comparatively longer period of suckling. But from childhood onwards they are expected to approach sociological adulthood more quickly than the boys.[3]

The second characteristic of the period of childhood is connected with the decreasing amount of care and attention given to the child by its mother. This is evidenced by the children's appearance during this stage of development. They are less clean in body and clothes, and it is not an unusual sight to find nasal mucus on children's faces. Mothers justify this neglect on the grounds that the child at this stage, where he is usually out with other children and thus exposed to the public, should not appear attractive for fear of the evil eye. This lack of interest in children's appearance usually continues until the age of nine, ten or eleven. Thereafter an unkempt or shabby child would be a disgrace to his parents. The renewed interest, especially in the child's clothes, after the age of ten, is related also to the need for covering the organs of reproduction by wearing

[1] For concrete statements of children concerning sibling rivalry, see Appendix VIII, 'Stewart Emotional Response Test', and Appendix X, 'Story Completion Test'.

[2] See Chapter I.

[3] It is assumed here that rivalry is socially inherited and is passed on from parents to their children. 'A mother through her attitude continues the old battle, and in the competitive struggles of her children she relives the competitive struggles of her childhood.' R. H. Hilgard, 'Sibling Rivalry and Social Heredity', in *Psychiatry*, Vol. 14, 1951.

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suitable clothes. Grown-up boys and girls who wear torn clothes which might expose their pudenda, are open to shame and gossip amongst other children.

With regard to clothes, it is noticed that children, up to the age of nine or ten, usually wear a one-piece garment called a gallabiah, with a head-cap (takia) for boys, and a coloured head-cloth for girls (mudawaria). Children do not dress like their fathers or mothers, who wear two-piece garments at least, always with a black over-garment, especially when they go out of the house for a gathering or a visit. Yet after about the age of ten, both boys and girls tend to approximate their parents in their dress, with the exception of the black over-garment. Boys, for example, wear pants under their gallabiahs, while the girls wear two gallabiahs when they are outside the house.

The fact that the children after weaning receive a decreasing amount of care and attention is a contributory factor to the high death-rate of children. In Silwa, as judged from the health centre records during the last three years, the highest mortality figure is for the children between two and five years old. For the country as a whole, the birth-rate ranks among the highest in the world.[1] For the years between 1939 and 1943 the birth-rate per thousand in the population was 42·2, 41·6, 40·8, 38·2, 39·6 respectively. The following table shows the death-rate according to different age groups with those of less than five years giving the highest percentages.[2]

TABLE II

Death-rate according to different age-groups

Age	1942 %	1943 %	1944 %	1945 %	1946 %
less than one year	22·22	22·33	23·40	23·50	23·20
from 1–4 years	28·20	25·0	26·81	25·30	25·80
„ 5–9 „	3·90	3·84	3·92	6·04	3·34
„ 10–19 „	3·66	3·84	4·06	4·22	4·43
„ 20–29 „	3·94	4·23	3·98	4·06	4·25
„ 30–39 „	5·05	5·51	5·09	5·02	5·37
„ 40–49 „	4·84	5·38	4·93	4·79	5·18
„ 50–59 „	4·50	5·06	4·68	4·55	4·86
„ 60–69 „	4·87	5·48	5·05	4·85	5·26
„ 70–79 „	5·11	5·64	5·17	5·00	5·45
„ 80–89 „	5·34	5·49	5·15	4·99	5·29
„ 90 and over	7·90	7·87	7·18	7·10	7·06
unidentified ages	0·32	0·299	0·64	0·525	0·405

[1] *Statistical Year Book of the League of Nations*, 1942–4.
[2] *Pocket Census of 1948*, p. 32, from which these percentages are worked out.

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Chapter Nine

ADOLESCENCE, SEX AND MARRIAGE

ADOLESCENCE as a stage of development in the individual's life assumes but little importance, and is unmarked by a ceremony or any other means of social recognition. By the age of thirteen or fourteen the child's maturing of sex organs is referred to as 'bulough—maturation' (literally the stage when one reaches a peak). Adolescent boys are sometimes referred to as unmarried men (azab), or 'he whose sweat has become odorous', or 'he unto whom life has entered' (khashu al 'aish). For the parents, adolescent boys and girls do not present any specific problems, except for the fact that they are approaching the marriageable age.

In the villagers' view, adolescence and marriage are inextricably connected. It is not unusual for girls to get married by the age of twelve and thirteen, in spite of the law which stipulates that this may not be effected before the age of sixteen. This happens without official registration, and the reading of the 'Fatiha' between the two parties is sufficient to sanction and validate the marriage. Nowadays, boys usually marry after eighteen, on finishing the requirements and examination connected with military conscription, and it is one of the youths' misgivings against conscription that it delays their marriage, or at least provides a pretext for their parents for such a delay.

According to our way of approach, it is appropriate here to discuss the dominant norms that are emphasized in the genetic development of the individual at this stage. Most of these norms are not new but they loom larger in this stage, while other norms are still imperceptibly reinforced.

The first of these social norms is the emphasis on industry and responsibility of the maturing boys and girls. By the age of twelve or thirteen, boys and girls are now, with few exceptions, out of school and Kuttab. They could be entrusted to work either in the fields or at home without parental supervision, thus becoming a decided economic asset. Participating in adult work, with full responsibility, provides the adolescents on their part with a secure position in the family.[1]

[1]For examples of such responsible tasks, see Chapter I.

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With this increasing share of responsibility, boys enjoy a certain amount of freedom as compared with their period of childhood. They are not exposed to the physical punishment which is frequently administered during childhood, except, of course, for grave offences such as stealing or neglect of their work. They are also entitled to move about freely and to mix with their age-mates without having to account for their absence at night to their parents. They can sleep outside the house in the open air in summer, or in the guest house in winter, or go to enjoy themselves at a wedding or any other ceremony.

Yet, while youths enjoy more freedom of movement concomitant with their assumed responsibilities, girls find their freedom more restricted and become more confined to the house and the neighbourhood. These restrictions are partly because their work is more concentrated in the house, and partly 'because their breasts have grown', a sign of embarrassment and shame which the girls should not be encouraged to display.

Both boys and girls, however, are expected to give up their childish play and games. One can observe groups of adolescents at night sitting at a corner of the street or in an open space, talking or telling stories or riddles, while the group of younger boys are noisily at their games. If girls still make dolls at this stage, they are not those made of maize straw for play, but those to decorate their future houses, and are made of cloth.

Although the boys' freedom is in some ways less restricted than that of the girls, it does not mean that it is considerably increased. Both still have to maintain their social space and to observe the social norms of dominance-submission which govern the pattern of relationship between old and young; both have to adhere to rules governing sex behaviour and sex dichotomy as will be shown later. On the whole the arc of growing up seems to be similar to that in Japan, represented as a curve with maximum freedom and indulgence allowed to babies and to the very old. Social disciplines are imposed after infancy, reaching the lowest point in the curve of freedom just before marriage, whereupon it gradually ascends. Marriage gives the individual a certain amount of freedom which gradually increases by having children, and later on by possessing property after the death of the father. On the other hand, old age, like infancy, is unhampered by some restrictions connected with etiquette, sexual shame, breaking wind, or covering the face—in the case of women. Old women, for instance, can go out wearing one black garment similar to children, and unlike adolescent girls, who usually wear two pieces. Old men are allowed to indulge in singing, which is different from that of the adolescents and which is called 'nameem' or 'wawat'. Children are allowed to amuse themselves by mimicking or imitating old people and earn admiration from their parents or other boys for such imitation.[1]

[1] Talking about the 'arc of life' in Japan, Ruth Benedict contrasts it with the 'American arc of life'. In the latter case, to secure the individual's energetic participation in life, the Americans rely on increasing his freedom of choice during adolescence, while the

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Summing up the first dominant norm during the adolescent stage, one finds that boys and girls accept responsibility for active work and are characterized by the elimination of play elements compared with childhood and submission to parental authority as an ennobling virtue.

By the age of sixteen or seventeen the adolescent boys toe the line of adults, who reluctantly allow children to play their games or tell stories, provided they are assured of their victory in due course. The age-group of adolescents is interested in real issues and happenings of the village, e.g. disputes, ceremonies, neighbours' gossip, the new camel or bull that so-and-so bought, things that their families sell or buy in the market, the times of sowing and harvesting. Even in their interest in stories, it is the Jiha type of story with its realistic touch, and those of life or miraculous feats of saints rather than the fables that interest them.

The attitudes towards sex represent the second norm that becomes dominant in the individual's life at this stage. It is true that sex segregation of children in play, the boys' abandoning of their earrings (while girls keep them), starts earlier, at the age of nine and ten years, but it is almost fully established by the age of twelve and thirteen.[1]

Sex organs now become pudenda and adolescents become careful about the way they sit or what they wear. The notion of shame (Ar) is primarily a word connoting sex disgrace or sexual infidelity. This is the first association that arises in the villager's mind, and has been extended to comprise 'every forbidden impropriety, from a trifling breach of etiquette to the most serious moral turpitude'.[2] The first real emotional feeling of what it means to bring 'ar' to one's family comes through the excessive shame connected with sex organs. Adolescent boys urinate out of sight, while the girls make use of a private room inside the house. Boys wear long pants, whereas girls wear a headcloth to cover part of their face and their breasts on passing by men.[3] For both, any conversation about sex is taboo, and they are forbidden to talk about it to their parents or to any grown-up. Chastity as a moral and religious ideal implies the avoidance of any stimulating pleasurable influence from the opposite sex, or talking about sex. Adolescent girls are not encouraged to look attractive for fear of tempting

Japanese rely on maximizing the restraints upon him. *The Chrysanthemum and the Sword*, p. 254. This generalization applies, on the whole, to the methods of socialization in Silwa.

[1] I noticed that some boys and girls in their free drawings used to draw a line between men and women in a wedding ceremony or a pilgrims' procession. In the Rorschach testing the contrast between the two sexes was expressed in phrases such as 'These are women wearing black and these are men wearing white' although there was nothing in the blot to match statements like this.

[2] W. Robertson Smith, *Lectures and Essays*, London, 1912, p. 156. This word 'ar is different from 'L'ar' or 'al'ard' as pronounced in Silwa which means 'protection' and is said to invoke the help of another person. See E. Westermarck, 'L'ar or the Transference of Conditional Curses in Morocco', in *Anthropological Essays presented to E. B. Tylor*, Oxford, 1907.

[3] I was told that neither women nor adolescent girls wear any special clothes for menstruation.

[For examples, See Category 185 116, pp. 179-183 -- Analyst]

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men. One woman told me that a girl who beautifies herself will find difficulty in marriage and will have no 'lamah' (halo) about her to please her husband when married.

During adolescence, however, the girl would be prepared for marriage by tattooing her lower lip and by a special mode of hair style, distinguishable from the loose hanging hair of childhood. For tattooing the lip, a special woman is invited to prick the lip with a pack of needles smeared in black soot mixed with animal bile. The hair dressing of an adolescent girl and a woman is very much like that among the Sudanese women.[1] A special woman called 'mashata' plaits the hair into small tresses tightly covering the head. This style of hair makes a firm basis for fixing her ornaments on marriage, which are usually composed of three golden disks (dinar, pl. dananeer) that dangle over the forehead, and a silver chain connected to the ends of the hair at the back.

It is during adolescence also that boys show the greatest interest in singing, and for this purpose they form the so-called 'circle of romance boys' (awlad al hawa). In these circles, held usually in summer, on festive occasions, weddings and circumcision, youths give vent to their new interest in love. They perform by standing in a circle with one taking the lead by singing a song while the other boys listen. On finishing, they repeat in chorus the last line again and again, clapping their hands rhythmically till the first singer or another youth starts another song. Some of these songs are composed extemporaneously, while others are old ones repeated. The following three examples are typical of the songs sung:

Ya bit ya um ghawaish,
khallaiti 'agli taish,
nassaitini al ma'aish,
Chorus: Wi dmoui 'al'ashik 'al khaddain.

O thou girl with bracelets,
thou hast rendered my mind crazy,
and hast made me neglect my work.
Chorus: And the tears of the lover are on the cheeks.

. . . . .

Rakbah min foag wasil,
tihki bil hasil,
mafeesh adab wasil.
Chorus: 'Ala annabi wahhid wi salli.

She is on the top (on the roof),
telling what has happened,
she has no politeness at all.
Chorus: Say God is one and pray for the Prophet.

[1] Cf. Sophie Zenovsky, 'Marriage Customs in Omdurman', in *Sudan Notes and Records*, Vol. XXVI, Part ii, 1945, p. 244.

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and lived all his time never deviating from the right path,
and never associating with those people whose hearts have been blackened.
When he died he showed signs of piety, and his body neither decayed, nor was attacked by worms.

. . . . .

Shams al giyama danat gum ya mureed safir,
gum jahhiz azzad min gabl al-miaad safir,
wi gabbad al-arwah daiman al-'ibad safir,
as-shaib wiyya as-sigam ju lak ya fata mursal.
wi likul umnah ata liha nabi mursal,
ata Jibril bil burag li annabi mursal.

The sun of resurrection is approaching, a warning for departure.
Prepare yourself before the hour comes.
The seizer of souls is always apparent and about.
Grey hairs and sickness are messengers for you.
For every nation there has been a messenger,
and Gabriel delivered God's message to Muhammad.

On some occasions these 'Boys of the Path' go to visit their 'brothers' in another village. On their approaching that village, the heralding of which would be by the visitors' chanting in unison popular verses and by beating on a small drum, the latter would walk out to receive them before they enter the village. They would offer them tea and dates and spend the rest of the night reciting verses or holding a 'zikr'.

Some of the adolescents and youths in the village do not take part in either the singing or mystic activities, for they are not encouraged to do so by their parents, and they are satisfied by only gathering in the neighbourhood for chatting. On asking some of these boys why they did not join in such activities, they replied that they wanted to attend to their livelihood, and as they usually felt tired through the day's work they could spare no time or effort for such activities.

It must be pointed out that it is not maintained here that interest in religious matters is a psychological consequence of puberty and adolescence, or that the attitude towards sex is being learnt only at this stage. Such norms as mentioned earlier are being imbibed gradually from childhood. With regard to religious matters, children start by learning about God's power at an early stage, even in their play and riddles. On going to the Kuttab they know how to recite the major Islamic creed, 'There is no God but Allah and Muhammad is his Prophet', learn the obligation of fasting through the adult practice and through their own attempts to fast half a day, a day or more according to their capacity in imitation of adults. As far as sex norms are concerned, they begin to express themselves in separate play as early as the age of eight and nine years. But with the dawning of adolescence, the child finds himself awakened to the cumulative

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effect of social learning and to an intensified understanding of the social meaning of maturity. Looking at adolescence as a stage of social development and social experience, it does not differ markedly from the stages of childhood.[1] With the increase in the physical and mental capacities of the growing boy or girl, he or she is expected to have fully mastered the skills and faithfully observed the social norms and attitudes which he or she has hitherto been imbibing and practising. What Fortes observed in the process of socialization in Taleland applies almost equally to this peasant community where the total pattern of behaviour is not built up bit by bit, through addition, but evolves from the embryonic form in an almost concentric pattern of development.[2] In this way the norms of development are increasingly reinforced and intensified through institutional and social learning. Moreover, with the comparatively slow pace of change, the adolescent develops a sense of cultural assurance since he sees others going through experiences culturally similar to his own.[3]

At this juncture it is appropriate to mention that in some communities characterized by continuity of social training combined with lax and even social disciplines, the period of adolescence does not witness emotional stress and turmoil which hitherto have been considered as inevitable characteristics of this phase of development.[4] Moreover, recent investigations among adolescents in Western communities have shown that such symptoms of stress and ferment are absent amongst boys and girls who have been reared in favourable conditions; and the conclusion is that appearance of such traits is neither an inevitable accompaniment of the adolescent stage nor an inescapable consequence of the maturing of certain animal-like instincts.[5]

Some psychologists and especially Freudian analysts maintain that the biological changes in adolescence have a great impact on the individual's behaviour.[6] This is one extreme, while the other is to consider adolescence as purely a sociological phenomenon and merely a social experience involving new adjustments to social situations and relationships. Here adolescence is to be considered as a bio-social phenomenon, dependent on the cultural conditioning of the individual with regard to his maturing sex

[1] M. Mead, 'Coming of Age in Samoa'; Reuter, Foster and Mead, 'Sociological Research in Adolescence', in *American Journal of Sociology*, Vol. XLII, 1936, 1937, pp. 81–94.

[2] M. Fortes, *Social and Psychological Aspects of Education in Taleland*, pp. 42–3.

[3] M. Mead, 'Character Formation and Diachronic Theory' in *Social Structure—Essays Presented to Radcliffe Brown*, p. 22.

[4] M. Fortes, op. cit., — M. Mead, 'Adolescence in Primitive and Modern Societies', in *Readings in Social Psychology*, ed. by T. M. Newcombe and E. L. Hartley, New York, 1947.

[5] C. M. Fleming, *Adolescence*, London, 1949, pp. 240–2.

[6] Wayne Dennis, 'The Adolescent', in Carmichael, *Manual of Child Psychology*, pp. 636–7. He maintains that adolescence originally had a meaning which was biological, and not temporal or social. Hence studies concerning the psychology of adolescence must concern themselves with the effects of the biological process on the behaviour of the individual and their main aim therefore is an examination of a certain set of mental-physical correlations.

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functions and the impact of this standardization on the basic personality structure and social institutions.[1] In the light of this statement, the social disciplines connected with sexuality are relevant data, and according to Kardiner, of great significance in understanding the basic personality structure and in explaining partly the nature of primary institutions.

It seems that in Silwa the process of socialization is similar in many points to that amongst the Tallensi and the Samoans, with regard to the continuity of the inculcated social norms and the spheres of adult and child activities.[2] Unlike many Western societies, youth in Silwa do not express in their attitudes that sense of being torn between youthful autonomy and parental insistence on dependence. This problem does not seem to be disturbing to parents and would seem abhorrent to youth who like to demonstrate their allegiance to their family and clan. Even if such desire for autonomy is occasionally expressed by boys, who on disagreement with their parents desert them for some relatives in another village or go to town to work, this is considered to be the exception, and of course such a desertion can never be entertained by girls. The lack of such strong desire could be explained by the security the youth derives from his status in his family and his need to be married by his parents.

Psychologically, however, adolescent boys, and more so adolescent girls, impressed the writer as being on the whole timid, apprehensive and withdrawn. These traits stand out more clearly if compared with children's groups. Attitudes of initiative, self-assertion and drive seem to be the exception in adolescent behaviour.[3] In attempting to account for such general characteristics, the writer does not claim them to be the negative phase of the adolescent stage. He attributes their striking appearance to the cumulative effect of the severe social disciplines, and especially those connected with sex. The maturing of sex functions at this stage is noted with great embarrassment, shame and feeling of guilt by adolescents. As mentioned before, complete hush and excessive secrecy prevails over sexual matters among adolescents as well as adults. This seems to contrast sharply with free bodily gratification given to the infants. There is no word for masturbation in the villagers' dialect. Sexual pleasure of any kind outside the marriage tie is condemned by the text of the Koran, as mentioned earlier.

Manifestations of this excessive repression and fear of sex are obvious in the veiling of adolescent girls and women and the hiding of the breast

[1] Richard T. Sollinberger, 'The Concept of Adolescence', in *The Psychological Bulletin*, Vol. 36, 1939, pp. 600-1. A. Kardiner, *The Individual and His Society*.

[2] For adolescence and puberty as treated in different societies, see also Ruth Benedict, *Patterns of Culture*, Chapter II.

[3] This is the writer's general impression and could only be substantiated by comprehensive recording of the behaviour of adolescents. According to Fortes, however, 'for most problems of social anthropology, variations are of minor importance as compared with the "typical". For problems of developmental psychology variations may be of the utmost importance.' *Patterns of Culture*, p. 8.

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contours with extra pieces of cloth, in the downcast look of boys when speaking to an adult, a well-known characteristic of this stage of development. The writer also noticed on many occasions adolescent boys who were either enraged or ashamed on seeing their mother sitting with relatives outside the house at night, others who threw dust at their adolescent sisters and even married sisters when looking outside the house without proper covering, even when no man was passing by. When sisters become 'a shame' in the matter of going out fetching water or running errands, adolescent boys do not object to taking over some of these duties.[1] The writer also noticed an adolescent boy who, rebuked by his mother on the grounds of his 'mature age' and 'the smell of his pubic hair', flared up with rage and wept. This may be an extreme case, but it is indicative of the excessive shame and apprehension connected with sex. Obviously girls have not much scope for venting the pressures of sexual repressions, and they become more sullen and apprehensive than the boys, but not for long, as they are soon to get married. This excessively repressive and restrictive discipline over sex marks out the process of growing up in this community under study from Taleland and Samoa, where the attitude towards sex is much more permissive.

At this juncture it is appropriate to apply Kardiner's constructs concerning the effect on the basic personality structure of the way a culture satisfies the individual's dependency cravings, which are biologically determined. It seems that this excessive prohibition on sexuality at the stage of adolescence is a social discipline imposed to create and perpetuate the attitude of timidity and dependence of the growing individuals on their seniors. To obey such a discipline is a method of ingratiation, and of establishing conditions for being loved, protected and socially accepted. Thus it works as a lever which parental authority manipulates to make children acquiescent and dependent and as a social technique for minimizing initiative and ambition.[2] These exaggerated cravings of dependency and their concomitant consequences of the inflation of the parental image and social conformity probably explain the psychological undercurrents lying behind the great indifference to social change in this village as well as in many other similar communities in Egypt.

To what extent do inordinate sibling rivalry and excessive shame and

[1] See Appendix VIII, where one of the adolescent boys evinces his shame at his sister's growing breast.

[2] This is based on Kardiner's explanation that restrictive sex discipline creates instead of a friendly attitude to the impulse, one of anxiety which is in 'anticipation of danger'. 'Instead of the self-confidence and the idea "I can get pleasure by and from myself", there appears an exaggerated idea of the cruelty of the forbidding parent. Instead of the attitude of self-confidence, the opposite develops—a lack of it, together with an inordinate increase in dependency and timidity.' He further maintains that interference with sexual development creates exaggerated dependency, the inflation of the parental image, an overvaluation of the boons of dependency, and the encouragement of secondary outlets for the repressed hostility to the interfering disciplinarian. *The Individual and His Society*, p. 28.

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guilt, especially with regard to sex, produce the psychological disposition to sexual jealousy institutionalized in this community as well as in many other communities in rural Egypt? It is well known that in Egypt disputes over land, water and women rank as three of the most common causes of crime.[1] This does not mean that sibling rivalry and sex prohibitions are the only causes, but seem to provide the psychological field for the moral and religious values connected with fidelity and the propriety of sexual jealousy. A woman is identified not only with 'shame' but also with 'honour' and to preserve one's honour is tantamount to avoid exposure to shame.[2]

These attitudes, according to Kardiner, would also help to understand the dichotomy of sexes and to prevent sexual jealousies from coming out to open hostilities. They also appear to be one of the weapons of social equilibrium and of preserving in-male and in-female solidarity.[3]

Here it is also possible to give some satisfactory answer to the connection between the nature of the community and its demands on individuals as represented by sexual regulations. The central and principal quality in a polite (muaddab) or virtuous person is his conformity to the norms governing sexual behaviour; the flouting of which in any manner would condemn him as impolite and vicious irrespective of his other qualities. Morality and virtue are primarily connected with stringent sexual controls. The villagers, although envying the city dwellers their material comfort, deplore their moral laxity, e.g. women's emancipation in dress, love affairs, use of cosmetics, women's participation in men's work. In this community I heard of no cases of adultery or illegitimate children for the last thirty years, though cases of homosexuality and jokes about sexual pleasure from animals are not uncommon amongst the adolescents and young men. Stringent sexual controls are an essential agent for the maintenance of solidarity, the cohesion and the orderly living of a group with its puritanic religious code and its social organization based, among other things, on a clear-cut sex dichotomy.[4]

Whatever views may be held about the psychological problems connected with adolescence in Silwa, this stage is certainly the prologue to the full status of adulthood which is eventually attained by marriage. Marriage, after circumcision, marks the greatest ceremonial occasion in the individual's life. The best way of describing marriage conditions in Silwa is to give an account of a marriage ceremony which the writer

[1] Doreen Warriner, *Land and Poverty in the Middle East*, London, 1948.

[2] Cf. J. C. Flugel, *Men and their Motives*, London, 1943, and Ernest Jones, *Papers on Psycho-analysis*, where he writes: 'The ultimate source of the fear and guilt that lie behind all these reactions (of sexual jealousy) is the relationship to another potential man and it is derived from the boy's unconscious fixation on childish attitudes; it is hard for him to "picture" a woman quite apart from another man to whom she secretly belongs.' p. 483.

[3] A. Kardiner, *op. cit.*, pp. 476–7.

[4] See Margaret Read, 'The Moral Code of the Ngoni and their former Military State', in *Africa*, Vol. XI, 1938.

2: Blackman E-5 (1920-1926) 1927
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solid round band, or of silver or gold. The ornaments of the less wealthy peasants are usually made of cheap materials, though some women may be lucky enough to possess one gold or silver bracelet.

In some parts of Egypt, at any rate, the unmarried girl is not supposed to wear many bracelets at once, and her ornaments generally are not so numerous or so massive as those of the married woman. However, when she is anxious to marry she will somewhat overload herself with jewellery, cheap or otherwise, and, not content with her ear- and nose-rings and her somewhat massive necklace, she often hangs gold, silver, or brass ornaments from the kerchief which she ties round her head, the latter ornaments being attached in such a way that they hang over her forehead.

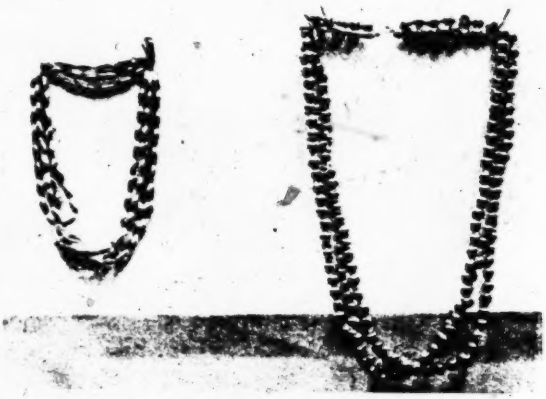

FIG. 19. MOURNING NECKLACES OF DARK BLUE BEADS

In some parts of Egypt a girl on becoming a bride may don such a number of glass bracelets of various colours that they completely cover both arms from wrist to elbow! Silver or white metal bracelets of particular design may also now be worn by her. I was told in Asyūṭ Province that unmarried girls are never allowed to wear this type of bracelet, which is thus a means of indicating social status.

A red heart-shaped ornament, attached either to a silver chain or to a necklace of red beads, is worn by women suffering from sheikh-possession.[1] A necklace of light blue beads, or even a single bead of this colour, is often worn as a charm against the evil eye. It will thus be seen from these two examples—and there are many others—that ornaments may have a utilitarian as well as a decorative value.

[1] See Chapter XI.

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832 a piece of paper lying on the ground under one of the palm-trees. He picked it up and saw that it was a charm of some kind. He cannot read or write, but he can sign his name, and he noticed that his name was written on this charm. One of the Government *employés* who lives near by has a considerable knowledge of such matters, so my servant took the paper to him. The man read it and said that it was a charm written to make my servant love the girl mentioned above. It had been placed high up in the palm-tree, but had not been securely tied to the branch, and so had fallen on to the ground. However, it would not have been effective in any case, as the name of my servant's father was written in it, and not the name of his mother, which must always be inserted in such charms. The man said that it was a charm of terrible potency, and that, but for this slip, due probably to their not knowing the mother's name, it would have been disastrous in its effect! Unfortunately, my servant tore it up before he told me about it. I [152] reproached him for not giving it to me, as he knew I was anxious to collect such things, but he was obviously frightened, and felt that he must destroy it. I may mention that this young man is now safely married to one of his cousins.

582 As I have stated before, the girls when they have reached 583 marriageable age are more restricted in their freedom. If there [582] is an unmarried cousin, especially one in the paternal line, a girl is usually married to him. When a marriage is contemplated the 584 relatives of the two parties discuss how much money either is prepared to provide. When this has been settled the prospective bridegroom, or rather his father, pays the bride-price agreed upon to the bride's parents. They then repair to the *ḳāḍi*, as the village judge is called, and he writes out the agreement between the two parties. The couple are now betrothed, a betrothal, as I have already stated, being almost as binding as a marriage.

585 Among the Muslims there is no religious ceremony at a wedding, for with them marriage is not regarded as a sacrament; the actual marriage takes place when the bride goes to her husband's house. The bride is usually, so I am told, taken to her husband's house at sunset, but I have often seen her being conveyed thither in the daytime. She is usually taken there on a camel, being seated in 585 492 a sort of tent-like erection fixed on to the animal's back, and she is accompanied by some of her girl friends. This erection sways from side to side as the camel walks along. Other camels, with